



THE DEREK BOK CENTER FOR TEACHING AND LEARNING



CONTENTS

- | | |
|--|--|
| 1 Letter from the Executive Director | 13 Here Be Yokai: Japanese Monsters |
| 2 Our Intergenerational Community | 14 Exploring Modes of Teaching |
| 3 Course Support: Remote and Back | 16 Scholarly Communication |
| 4 Learning in Community | 18 International Teachers and Scholars |
| 6 Equity and Inclusion | 19 Scholar, Teacher, Community Member |
| 8 A Bright Spot in a Challenging Year | 20 Enriching K–12 Education |
| 9 Tailored Consultations | 21 Creativity and Entrepreneurship |
| 10 Communities of Practice: Graduate Fellows | 22 Our Team |
| 12 The Learning Lab | |



DEAR FRIENDS,

This annual report is the story of a year of remote teaching and learning, a story of challenges and loss, but also of hope, new ideas, and new beginnings. The pandemic challenged us to reconsider every aspect of our work: how we teach, how we learn, how we connect with others, how we develop resources, how we offer programming. Our dedication to our mission grounded us as we developed new ways to use remote tools to achieve our goals: using evidence-based principles, focusing on inclusive practices, building community around teaching, and helping instructors at all stages reflect on and develop their own practice.

In summer 2020 we learned together with faculty and graduate students as we prepared for a year of remote teaching. We are proud of our work developing and delivering programs and workshops that helped instructors feel more confident and ready for such an unprecedented year; record numbers of faculty attended multi-day workshops during June and July, and 400 graduate students joined our revamped Fall Teaching Conference in August 2020.

After a summer of preparation, we navigated the year together with instructors, helping to develop solutions to the challenges that arose from teaching in new modalities. Through office hours, individual consultations, and programs, we helped instructors think through how to tackle the challenges they were facing. How can Zoom classes be interactive? How can we effectively deliver course content when teaching online? How can we plan hands-on activities remotely? Furthermore, we helped instructors understand students' perspectives and adapt their teaching to provide flexibility and emphasize compassion.

Faculty and graduate students were grateful for our support and community throughout the year,

as we adjusted to meet them where they were. As we were not able to mentor our graduate student fellows in person, we hosted virtual communities and developed online platforms for our fellows programs, trading coffee and our classrooms for Zoom rooms, Google Jamboards, and other online collaborative tools. We began offering daily virtual office hours in collaboration with Academic Technology for the FAS and the Library to provide immediate assistance to faculty and TFs on all of their teaching questions. And when we couldn't bring students into our space for Learning Lab workshops and hackathons, we joined classes via Zoom and developed new ways to respond to individual students' questions. In many cases, these changes to our work that were born of necessity produced new resources and resulted in improvements that we plan to maintain going forward.

It is important to note that we navigated these changes during a time of both global and personal loss. We lost our director, Robert Lue, Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning, who passed away on November 11, 2020. In his seven years as faculty director, Rob transformed the definition of what a teaching and learning center could be. We are grateful for Rob's creativity, passion, and generosity. He inspired us to meet the challenges presented by the pandemic, and his commitment to educational excellence, innovation, and inclusion continue to inspire us as we return to campus.

Warmly,



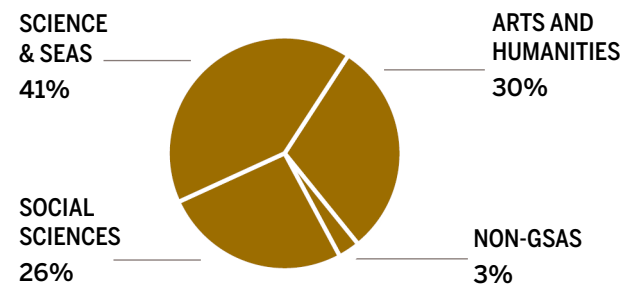
Tamara J. Brenner

TAMARA BRENNER
Executive Director

OUR INTERGENERATIONAL COMMUNITY

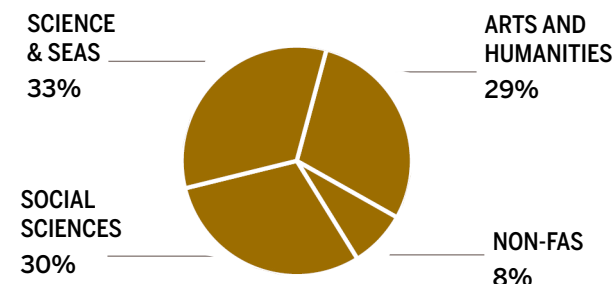


719 unique **graduate students** participated in Bok Center programming



93% of **PhD programs** represented

765 unique **faculty** worked with the Bok Center



47% of our faculty clients were **full professors**

83 **postdocs and teaching assistants** worked with the Bok Center

Numbers reflect activities between July 2020 and June 2021.

COURSE SUPPORT: REMOTE AND BACK

Throughout the 2020-21 academic year, the Bok Center was dedicated to helping instructors adapt to teaching remotely. Through workshops, one-on-one consultations, and online resources, we helped faculty redesign their courses with a focus on building community, fostering inclusion, and enhancing interactivity and engagement online.

987 faculty participated in a **four-part workshop series** on teaching remotely during June-July 2020. Workshops were facilitated by staff from the Bok Center, the Office of Undergraduate Education (OUE), and Academic Technology at FAS. We co-led workshops for 32 cohorts, grouped by academic division, over the span of seven weeks.

54 faculty—primarily those who did not teach in the fall—attended **workshops on remote teaching** in December and January.

138 hours of **Remote Office Hours** were available to instructors between July and May. Faculty and Teaching Fellows stopped by daily office hours for help on a range of questions about remote teaching from experts from the Bok Center, Academic Technology for the FAS, and the Library.

We supported a **pilot program** in spring 2021 to explore formats for **teaching in person or in a hybrid format**, in preparation for the return to a fully residential campus and in-person teaching in fall 2021. OUE organized the pilot, with collaboration from the Bok Center, Academic Technology at FAS, Educational Support Services, and the Division of Continuing Education. [Read about this pilot program in Harvard Magazine.](#)

LEARNING IN COMMUNITY

We believe that learning about—and developing—teaching happens best in collaborative settings. From our fellows programs to our seminars, we create communities where faculty, students, and staff learn from each others' experiences and collectively develop new expertise.

400 graduate students attended the 2020 **Fall Teaching Conference** and **146** participants attended **Winter Teaching Week**.

In summer 2020, we redesigned our pre-term conferences to include the following components:

- » A new [Canvas site](#) with foundational self-study modules, based on our [Hit the Ground Running handbook](#).
- » A series of 3-session fundamentals workshops in which small cohorts of TFs delved deeper into the Canvas modules, shared and explored ideas for teaching remotely, and connected with a group of their peers.
- » Practice teaching sessions where TFs could try out what they were learning, and gain confidence about teaching on Zoom.
- » Workshops on a range of topics including responding to student writing, teaching remotely with objects and images, and academic integrity in remote education.

LEARN. HIT THE GROUND RUNNING CANVAS SITE Join our Canvas site to work through a series of self-paced modules and access curated resources on teaching remotely.	ENGAGE. SYNCHRONOUS TRAINING 3-session training via Zoom will cover the basics of teaching remotely and allow you to practice and collaborate with peers.
PRACTICE. PRACTICE TEACHING SESSIONS Join a small group of peers with a Bok Center facilitator to practice delivering a lesson in Zoom.	EXPLORE. PLENARY SESSIONS Synchronous sessions on topics of interest, including equitable and inclusive teaching and responding to student writing.

We welcomed **new faculty** at virtual orientation workshops in August. We introduced strategies for facilitating student interaction on Zoom, explored case studies of how Harvard faculty have adapted their courses for remote teaching, and helped faculty generate ideas for their own courses.

76

undergraduates attended our new **Course Assistant (CA) training**, which was offered in August and January. The trainings prepared CAs for their unique role of teaching and mentoring their peers, and offered strategies for teaching interactively on Zoom.

16

Bok Seminars

177

Participants

56

Participants attended 2 or more seminars

2,480

In-class hours

- » Through our **Bok Seminars**, short courses on different topics in teaching and learning, graduate students explored a range of topics. We offer seminars in broad categories based on target audience and topic: Foundations, Methods & Classroom Practice, Equity & Inclusion, Communication & Language, and Professional Development.
- » We taught all of our Bok Seminars online in FY21, learning and modeling practices for remote teaching.
- » Learn more about our Bok Seminars on [Syllabus Design](#) and [Teaching Remotely with Museum Collections](#).



36

graduate students completed the **Bok Teaching Certificate**, signifying a commitment and engagement with professional development around teaching. [Read our news story to learn more.](#)

“I found each Bok Seminar thought-provoking and well-designed, encouraging both self-reflection and learning from peers.”

ELISABETH STELSON, PhD Candidate in Social and Behavioral Sciences

EQUITY AND INCLUSION

The principles of equity and inclusion underlie all aspects of our work, from one-on-one consultations and course design projects to our workshops. Our focus on promoting an equitable learning environment for all became even more important and challenging this year, given the unprecedented stressors our community faced. We grappled with political discord and vivid reminders of our nation's history of racial injustice and economic inequality in the midst of a global pandemic, all while learning in real time how to teach and learn remotely.

FACULTY-LED INITIATIVES

72 faculty, graduate students, and staff attended our first-ever **Inclusive Teaching Week** in May 2021, a series of five case-based discussions facilitated by Marya Mtshali, Lecturer on Studies of Women, Gender, and Sexuality. Case studies focused on key aspects of equity and inclusivity in teaching, ranging from the content we include in syllabi to how we structure mentoring relationships.



22 faculty and staff joined a three-part Bok Exploratory Seminar entitled, "**Decolonize Harvard?**", led by Marcelo Garzo Montalvo, Visiting Assistant Professor of Latinx Studies. This Exploratory Seminar investigated race, racism, and colonialism as they emerge in the structures, curriculum, and cultural practices of Harvard University.

At the request of Dean Claudine Gay, the Bok Center collaborated with the Harvard Initiative on Learning and Teaching, Harvard's Office of Diversity, Inclusion, and Belonging, and several FAS faculty—including Daniel Carpenter, Allan Brandt, Sparsha Saha, and deans Rakesh Khurana and Emma Dench—to produce an online resource and several events focused on helping instructors **navigate the 2020 US elections**.

WORKSHOPS AND SEMINARS

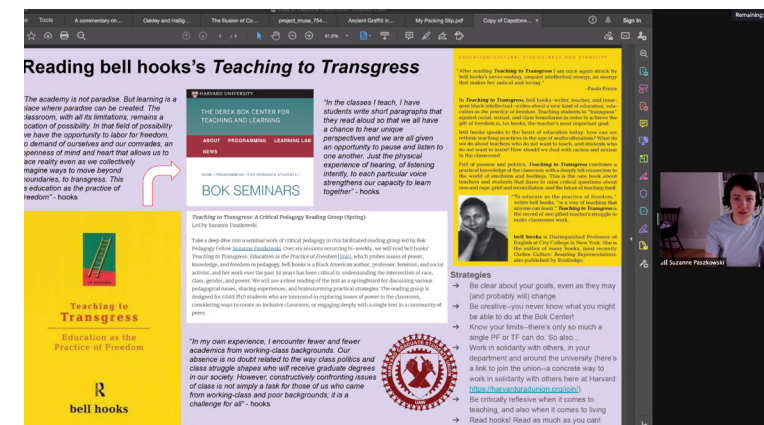
The **Fall Teaching Conference** and **Winter Teaching Week** place an emphasis on inclusive teaching strategies in many ways, including through focused workshops on both equitable and inclusive teaching and identity and power dynamics in the classroom.

Our eight **Undergraduate Pedagogy Fellows** led workshops that helped teachers and learners across a number of departments grapple with power and privilege as it manifests within and beyond Harvard's classrooms.

13
Workshops

212
Attendees

43 graduate students attended **Bok Seminars** on equity and inclusion. This year we specifically focused on exploring approaches for fostering equity and inclusion in the online classroom. In response to an interest among graduate students in critical pedagogy, we offered reading groups in which participants explored *Teaching to Transgress* by bell hooks and considered how critical pedagogies might transform teaching practices.



CAMPUS COLLABORATIONS

We supported the launch of the **DIB Graduate Student Fellows**, a program piloted by the FAS Office for Diversity, Inclusion, and Belonging in collaboration with GSAS. Five students undertook department-based projects to enhance teaching practices, community-building, and climate.

We also collaborated with the School of Engineering and Applied Science's Office of Diversity, Inclusion, and Belonging to develop a **new training**, as well as accompanying online resources, on inclusive teaching for **undergraduate course assistants** in computer science.



A BRIGHT SPOT IN A CHALLENGING YEAR

Although much of our attention has been consumed by the urgent need to support instructors and students in the face of COVID-19, 2020–2021 also witnessed the fruition of the Bok Center’s longstanding efforts to partner with faculty in order to transform Harvard’s culture of teaching and learning in ways that will far outlast the pandemic. Chief among these are the collaborations that the Center has forged with the Program in General Education.

Though the new, reinvigorated Gen Ed curriculum debuted only two years ago, in 2019, the Bok Center’s staff have been working closely with the program’s nearly 200 faculty for more than five years. The range of support that Bok has provided Gen Ed courses epitomizes the Center’s ability to pivot rapidly between disciplines, instructional styles, and technological needs.

Some courses—like Maya Jasanoff’s “Ancestry” (GENED 1014) and Jill Lepore’s “Democracy Project” (GENED 1002)—docked with the Bok Center early in their development, and drew on our expertise for everything from the design of assignment prompts and rubrics to the creation of public speaking workshops and in-class art-making activities. Other courses—like Ann Blair’s “Texts in Transition” (GENED 1034), Rowan Flad’s and Jason Ur’s “Can We Know our Past?” (GENED 1105), Rob Wood’s “How Music Works: Engineering the Acoustical World” (GENED 1080), and Daniel Shapiro’s “Conflict Resolution in a Divided World” (GENED 1033)—have sought out the Bok Center’s help with specific challenges, be that how to put the instructors’ disciplinary goals in the service of a transcendent question, how to teach music and coding to non-musicians and non-coders,

or how to overhaul the grading scheme and rubrics for everything from class participation to policy memoranda.

Among the scores of Gen Ed courses that Bok has helped to create are a dozen or so that were incubated in one of the three course design institutes (CDIs) that the Center hosted thanks to a grant from the Davis Educational Foundation. These CDIs produced some of the most popular courses in the new curriculum, including Giovanni Bazzana’s apocalyptic “Stories from the End of the World” (GENED 1001), Kathleen Coleman’s “Loss” (GENED 1131), and “Sleep” (GENED 1038), taught by Chuck Czeisler and Frank Scheer.

While enrollments may be an imprecise measure of courses’ quality, they do tell us something about what, how, and from whom Harvard students want to learn; students are beating a path to the courses and faculty who have partnered most closely with the Bok Center. In each of the past three semesters, courses co-created with the Bok Center have attracted some of the largest enrollments in the entire College.

COURSE	ENROLLMENT
GENED 1001 (Fall 2020)	456 (4th largest in College)
GENED 1014 (Spring 2021)	372 (3rd largest in College)
GENED 1038 (Fall 2021)	802 (Largest in College)

In Fall 2021, moreover, the Bok Center helped to develop five of the six most in-demand Gen Ed courses.

2020–2021 was an extraordinarily difficult year, and it is reassuring that amidst the challenges, it also revealed that the Bok Center’s investment in supporting faculty is paying dividends.

TAILORED CONSULTATIONS

A crucial element of much of our work with faculty and graduate student instructors is that we provide space for them to articulate their goals, talk through ideas or challenges, and help them create activities and assignments for their courses that will engage their students in ways that are authentic to the material they are teaching. By helping faculty and graduate students consider their teaching from other perspectives, we empower them to learn and grow in their practice.

FACULTY CONSULTATIONS

Faculty consulted with Bok Center staff on topics ranging from adapting teaching to the online environment, to designing a syllabus, to handling controversial topics in the classroom.

160
unique faculty

199
consultations
on course and
assignment design

29
consultations on other topics,
including professional communication
and developing grant proposals

GRADUATE STUDENT CONSULTATIONS

PhD students consulted with Bok Center staff on topics that included strategies for teaching on Zoom, communication, professional development, and preparation for the job market.

65
unique graduate
students

111
consultations

85 class observations prompted graduate student instructors to reflect on their teaching with Bok staff and fellows. During this year of online teaching, consultants either joined an online class session or viewed a recording of a Zoom class session with the instructor.

“One of the great pleasures of my career at Harvard has been getting to know people in different areas of the institution and discovering how consummately professional they are. ... I have benefited greatly from my relationship with the Bok Center, and I stand ready to help you in whatever way I can.”

KATHLEEN COLEMAN, James Loeb Professor of the Classics, Coursehead of GENED 1131: Loss

COMMUNITIES OF PRACTICE: GRADUATE FELLOWS



PEDAGOGY FELLOWS

Teaching is a collaborative act, and the [Pedagogy Fellows Program](#) is by definition a community of practice. Every year, approximately 34 experienced and creative graduate students from 28 departments and programs across the FAS come together at the Bok Center to support their peers in their roles as undergraduate teachers by leading pedagogy seminars and workshops, consulting with Teaching Fellows (TFs), and developing resources on teaching and professional development. Over the course of the year, we meet regularly as a large group to explore key topics in teaching and learning, discuss and troubleshoot teaching questions that arise, and build a network around graduate student teaching and professional development.

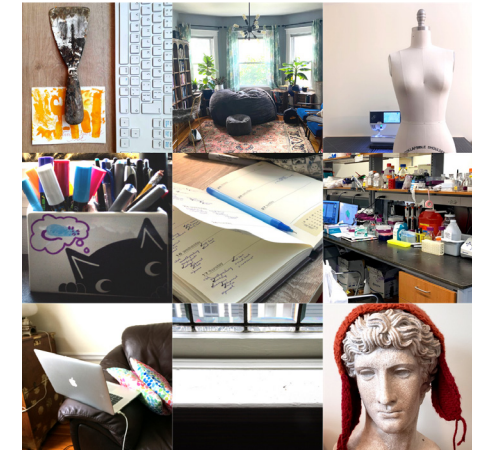
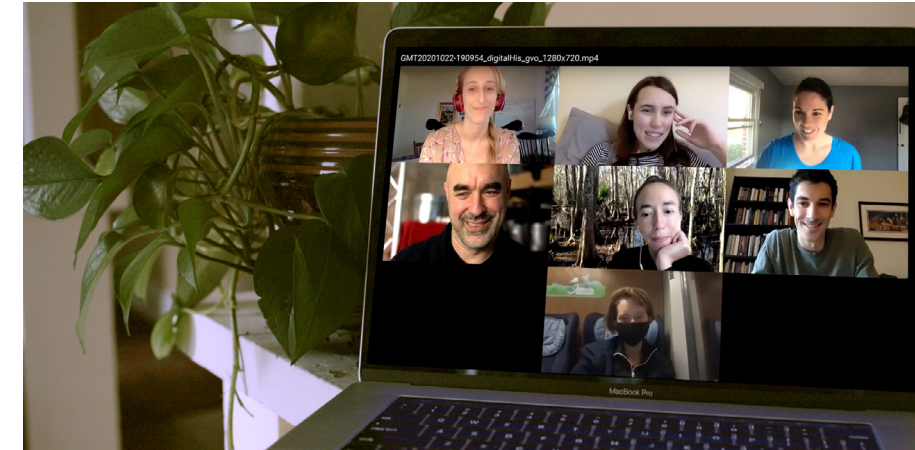
This year, we prioritized building community with the cohort, along with helping the Pedagogy Fellows support their peers with remote teaching. We tried different strategies and online tools to increase

opportunities to connect and share. We adjusted our schedule to meet weekly to maintain connections with the group. We tried out Padlet, Google Jamboard, and even Spotify. Our experiences with these tools informed our work across the Bok Center, as we were simultaneously consulting with faculty and TFs on ways to make their Zoom classes more interactive and engaging.

The program culminates with a capstone assignment, which is designed to allow the PFs to showcase the work they have done, to provide a space for them to reflect and learn from each other, and to share their work with their departments and the broader teaching community. The PFs shared their projects during a vibrant online poster session held via Zoom on April 30, and we added another cohort of projects to our online [Pedagogy Fellow Capstone Gallery](#). This site will continue to remind us of what we can achieve, and to inspire us as we look ahead.

“Thank you for all you did to administer a genuinely successful Bok Pedagogy Fellowship program despite the seemingly impossible challenges that this year has presented...I feel as though I leave my role as Fellow with as much knowledge as if I had taken a full, in-person seminar. That is a reflection on how professionally and brilliantly you all rose to the challenge, to make this year not one of just getting by, but of actually taking advantage of the affordances of online learning while also being flexible and adaptive.”

ALEXANDER CREIGHTON, Pedagogy Fellow and PhD Candidate in English



MEDIA AND DESIGN FELLOWS

In 2020-2021, we launched a new program for graduate students, the Media and Design Fellows (MDFs). Through departmental and course-based fellowships, graduate students work with the Learning Lab to raise the levels of multimedia literacy and digital pedagogy across departments.

The inaugural cohort of MDFs consisted of 19 Fellows, of whom nine were based in departments and three in large Gen Ed courses. MDFs worked in a range of media from video production, to coding and web design, to podcasts, and more.

Departmental MDFs are responsible for working with Learning Lab staff to connect with key stakeholders in their departments and to determine priorities for deploying and supporting richer media tools and interactions across the department. MDFs partner with faculty to design and prototype activities that deploy these new media tools and practices in the classroom and then support students with workshops and resources.

Sometimes this involves tackling a project larger in scope than their own fellowship term. For example, the MDFs for Art, Film, and Visual Studies, Jessica Bardsley and Hicham Awad, collected models and

developed materials to support students working on visual essays. These materials are part of an ongoing project within AFVS to create a repository of resources for teaching students to make arguments through film.

Other MDF projects this year focused on a particular course. Earth and Planetary Sciences MDF Zack Eriksen built a virtual field trip for EPS 110 using Google Earth Studio, and Celtic MDF Patrick McCoy developed a field trip component for the GENED 1097 final exam in which students reported on self-directed “travels” through an online folklore archive. Organismic and Evolutionary Biology MDF Grace Burgin designed a podcasting capstone assignment for OEB 50 and a series of scaffolding assignments across the semester to prepare students for the podcasts.

Through this breadth of work, the first year of the MDF program laid a foundation for expanding the role of graduate students in pedagogical innovation within departments. Additionally, MDFs have the opportunity to engage with the Libraries, Museums, and Academic Technology. In drawing these resources together with their own disciplinary expertise, MDFs are uniquely positioned to partner with faculty as they build the future of academic communication and digital scholarship in their fields.

“While I have always been excited about teaching, my experience as an MDF further developed that interest and highlighted the intellectual rigor, creativity, and satisfaction of assignment design.”

GRACE BURGIN, Media and Design Fellow and PhD Candidate in Organismic and Evolutionary Biology

THE LEARNING LAB

The Learning Lab is an intergenerational team, composed of staff and undergraduate and graduate fellows, that supports creative approaches to teaching and learning. In collaboration with faculty, the Learning Lab team explores, designs, and builds innovative materials, assignments, and activities for Harvard courses.

THE LEARNING LAB:

SUPPORTED

62

courses and projects — enrolling 1,666 undergraduates.

OFFERED

42

virtual **workshops and hackathons** to help students develop new skills and complete course projects.

PROVIDED MORE THAN

200

hours of direct face-to-face support of students and faculty.

PRODUCED

107

tutorials, guides, and digital resources to support students during the virtual school year.



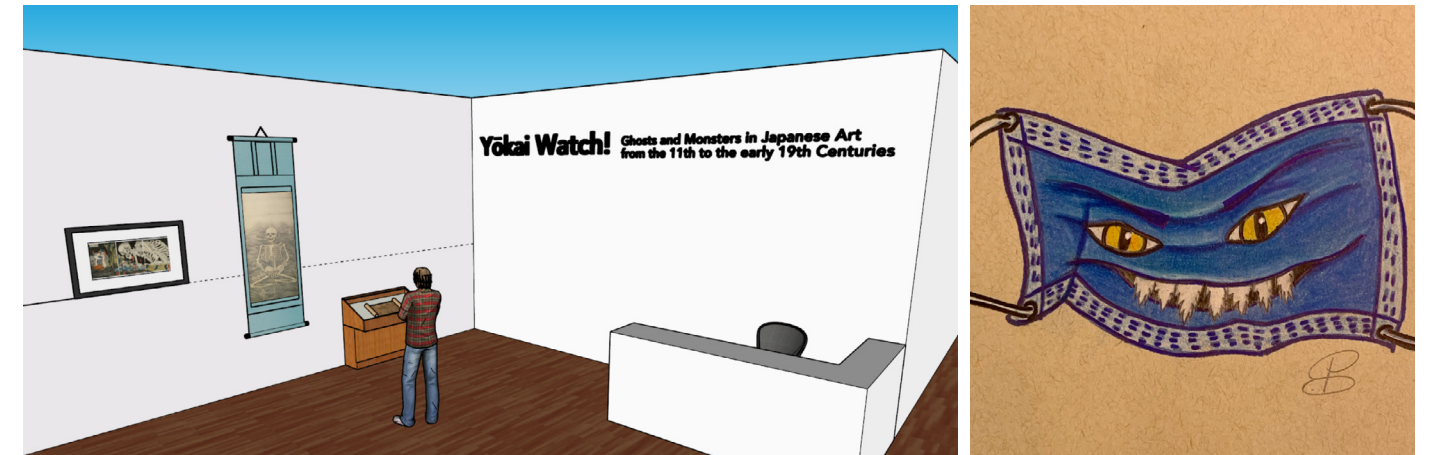
OUR INTERGENERATIONAL DESIGN TEAM

29

Learning Lab Undergraduate Fellows (LLUFs) tested assignments, assisted in building course materials, and assisted with workshops.

19

Media and Design Fellows (MDFs) developed and deployed their skills in technology, art and performance; designed assignments and activities; led workshops for courses; and supported the implementation of innovative digital methods and tools in undergraduate courses at Harvard.



HERE BE YOKAI: JAPANESE MONSTERS INVADE THE DIGITAL REALM

For Professor Bill Tsutsui, the Reischauer Distinguished Professor of the Department of East Asian Languages and Civilizations (EALC), teaching about Japanese monsters (yokai) was a dream of a lifetime that he was able to realize in spring 2021 with EASTD 115: Japanese Monsters. The course explores the history of Japanese monsters, which have been an active force in Japanese literature, art, and culture since at least the eighth century. Professor Tsutsui and teaching fellow Catherine Tsai (G6, EALC) were eager to collaborate with the Learning Lab to offer an array of digital tools for students' individualized creative final projects. To introduce students to the Learning Lab early in the term, students created fictional yokai that commented on a current aspect of society; the Learning Lab staff then animated the students' yokai, transforming them into looping videos (GIFs).

To prepare students for their final projects, the Learning Lab team—including staff, undergraduate student fellows (LLUFs), and a graduate student Media and Design Fellow (MDF)—worked to create a variety of examples of digital final projects to showcase to the class. Examples included digital

“yokai cards”—akin to Pokémon cards; a podcast “micro-episode” and video essay about yokai created by LLUF Sarah Bourne; and a virtual gallery created by LLUF Marcus Knoke in Blender, a program often used to create video games.

For those students wanting to use a more architecturally precise 3D program (SketchUp), MDF Leah Justin-Jinich created a comprehensive gallery of Japanese monster art from the eleventh through the twentieth century. As a Japanese art historian from EALC, “I wanted to provide an opportunity [for students] to showcase the rich history of Japanese monster art in a variety of different media and also show students what art museums had good online collections,” she said.

Toward the end of the semester, the Learning Lab held a series of online workshops to help students learn how to use digital programs to make their own final creative projects, and Justin-Jinich created a comprehensive video guide to SketchUp for students to watch asynchronously. With the support of the Learning Lab, the final projects helped keep students excited and engaged, even during a difficult year of online learning.

“Since I learned how to use SketchUp for a creative project as a undergraduate myself, I wanted to draw students in and get them excited about learning a new program that could be helpful in all sorts of ways—and surprising ways!—later on in life.”

LEAH JUSTIN-JINICH, Media and Design Fellow and PhD Candidate in East Asian Languages and Civilizations

EXPLORING MODES OF TEACHING

The Learning Lab hosts internal working groups, called **Labs**, that build our team's expertise in various tools and modes of communication. The Labs create communities that expand our shared knowledge base, and thus our capacity to support current and future projects utilizing these media. Below are a few examples of Labs and projects from the past year.

PITCH LAB

Pitch Lab developed an array of resources, workshops, and open studio hours on visual design, narrative structure, and presentation techniques across video and web for students.

For example:

- » For Alain Viel's LPCE 100: StudioLab on Creativity and Entrepreneurship, we led a workshop to help students craft a compelling message about their innovative ideas for improving the world.
- » To support senior thesis writers participating in the Three Minute Thesis competition at the Writing Center, we offered a workshop on condensing thesis research into three minutes and a single slide and offered support for recording their submissions.
- » Students in Manja Klemenčič's GENED 1039: Higher Education: Students, Institutions and Controversies pitch their research to college administrators during a capstone event. To prepare students for this capstone, we offered a workshop on multimedia resources and effective communication of research findings. We utilized Canva, a free online graphic design tool, to collaboratively prototype the visual elements of academic presentations.

DOCUMENTATION AND CURATION LAB

Documentation and Curation Lab generated protocols for capturing, storing, and displaying collections of work.

For example:

- » To help graduate students in MUSIC 250HFB: Music Pedagogy Colloquium, taught by Richard Wolf, generate ideas for creative projects to deploy in the Music courses they teach, we built an [Airtable gallery view](#) of music-related projects completed by graduate student fellows in the Learning Lab.
- » We created a set of [online guides](#) to support several classes that created final projects in Scalar, a publishing platform that allows students to collaboratively assemble media and text. Courses included Manja Klemenčič's SOCIOL 1130: Higher Ed, Scholarship, and Service and Eurydice Georganteli's MEDVLSTD 250: At Cross Purposes, The Crusades in Material Culture.



WEB DESIGN LAB

Web Design Lab created an array of high-end tools for faculty to deploy in their courses.

For example:

- » For Alex Rehding's GENED 1006: Music from Earth, we created an [interactive map](#) of the world that allows students to explore the Golden Record, which was sent into outer space in 1977 with music from cultures across the world. Each track from the record plays with both geographic context and metadata surrounding it. [Read more about the project.](#)
- » For Ned Hall's GENED 1051: Reclaiming Argument, we built a cooperative team game, [Knights and Knaves](#), which gives introductory logic students a chance to hone their deductive reasoning skills by solving puzzles.
- » In recent years, we have worked with a number of courses in which students create infographics. To help students in Shai Dromi's SOCIOL 1106: Humanitarian Activism and Civil Society explore key design principles, we developed an [interactive graphic design explorer](#).



"I had an online tool built for my GenEd course. Perfect process, and a beautiful product, down to all the details. Thank you for your thoughtful and independent work – greatly appreciated."

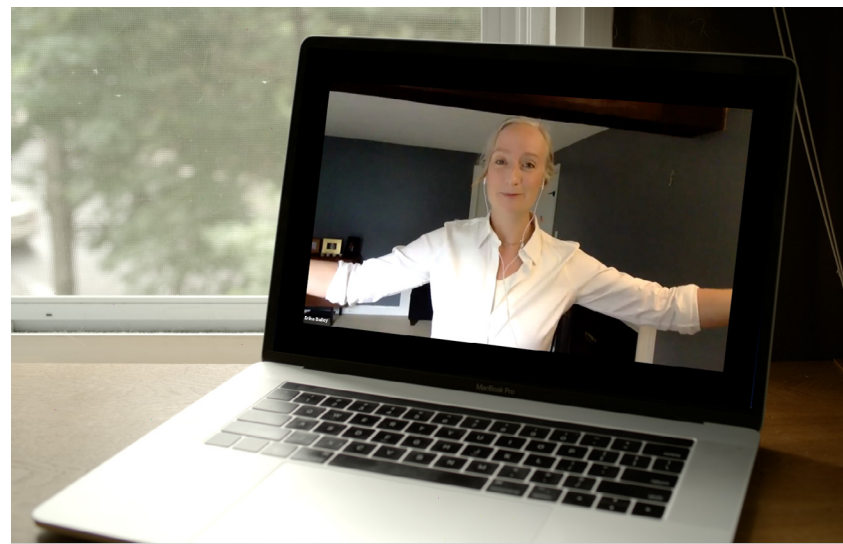
ALEX REHDING, Fanny Peabody Professor of Music, Coursehead of GENED 1006: Music from Earth

SCHOLARLY COMMUNICATION

Teaching is an act of scholarly communication, whether you are explaining a concept, giving a lecture, or presenting your research on the Sanders Theatre stage. Engaged communication is a core component of the Bok Center's work, and over the past year, we translated lessons of engaged communication to the Zoom setting, and adjusted how we coach instructors on connecting with their students and other audiences remotely.

WORKSHOPS ON ENGAGED COMMUNICATION

We invited Bok collaborator [Erika Bailey](#), Head of Voice and Speech at the American Repertory Theater, and Lecturer on Theater, Dance and Media, to share how her theater expertise and the workshops she traditionally gives on in-person communication would translate to the Zoom setting. She offered a series of workshops on strategies for being authentic and engaging your audience online. Early workshops explored the initial transition to Zoom, including topics like lighting and camera angle, and later workshops delved deeper into topics like presence and anxiety.



HARVARD HORIZONS

Each year, eight PhD students are selected as **Harvard Horizons Scholars** and share their research at a symposium in Sanders Theatre. We support the scholars as they grapple with important questions in their research, learn storytelling strategies, develop compelling visuals, and engage their voice and body in the crafting of short talks about their dissertation work. The 2020 Symposium was postponed; six of the scholars worked with us this spring to make [short videos](#) about their projects, which they presented at an interactive webinar in June.



BOK SEMINAR: ENGAGING AUDIENCES IN OUR PROFESSIONAL STORIES

In the spring we transformed our popular **Bok Seminar on public speaking** to a remote format. 12 PhD students across disciplines participated in *Engaging Audiences in our Professional Stories: Compelling Communication Remotely*, exploring topics on storytelling, visuals, and voice.

[Read more about our work on remote communication with PhD students this year.](#)

STAR-FRIEDMAN CHALLENGE: FACULTY RESEARCH PRESENTATIONS

Faculty members who were selected as awardees of the **Star-Friedman Challenge** for Promising Scientific Research received support from the Bok Center as they prepared research presentations for a general audience.

SUPPORT FOR SENIOR THESIS WRITERS

We collaborated with the Academic Resource Center to offer a workshop for **senior thesis writers** in January. The workshop helped students identify and communicate key ideas about their research projects, following the template of Hollywood screenplays. The materials we developed for this workshop have played a role in our support for pitch-like activities assigned in a number of courses with large-scale capstone projects. [Read more about the workshop for thesis writers.](#)

INTERNATIONAL TEACHERS AND SCHOLARS

We offer opportunities for international PhD students and scholars to develop their speaking, teaching, and cross-cultural communication skills. As the majority of first-year international PhD students started graduate school from their home countries in Fall 2020, the Bok Center found new ways to engage them and bring parts of campus life and culture to them.

We conducted **oral proficiency interviews** and advised PhD students and scholars via Zoom this year.

85

Students Assessed

42

Hours of Interviews

43

students completed intensive Bok Seminars that focused on **communication and language**. We adapted our seminars to a remote format, adjusted schedules based on time zones, and offered individual consultations and tailored support to students across the globe.

11

undergraduate **Culture and Communication Consultants (CCCs)** helped bridge the remote divide as they participated in Bok Seminars, facilitated discussion groups, and worked one-on-one as language partners for international graduate students.

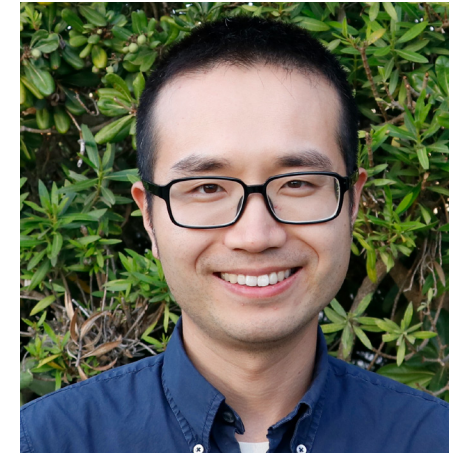
We launched two new online self-study programs, which provided flexibility for students across the globe to work at their own pace.

- » **Pronunciation and Intelligibility** is an 11-week online, asynchronous program focused on improving awareness of pronunciation features in English and practicing strategies to improve the clarity of English speech.
- » **Clarity and Coherence** in English is a six-week program focused on improving grammar, fluency, and coherence in English. Each module provides an overview of grammar and organizing strategies as well as activities to improve accuracy and comprehensibility in English.

[Read more about our work to build community across continents](#) during this year of remote learning.

“I loved everything [about working as a CCC] mostly because I learned a lot! It was an amazing experience to interact with [international graduate] students of different backgrounds and I felt like most of the time they were teaching/helping me instead of the other way around.”

CULTURE AND COMMUNICATION CONSULTANT



SCHOLAR, TEACHER, COMMUNITY MEMBER

Fangsheng Zhu, PhD Candidate in Sociology, grew up in rural China. When he moved to urban Yiwu in third grade, he remembers being asked to write the alphabet on the first day of school, not being able to, and realizing that other children could. His interest in inequality and school policy was born that day.

When Zhu came to Harvard to pursue a PhD in sociology, he was preparing for a career in research, and wasn't sure how to manage his teaching responsibilities. After a particularly challenging teaching experience in his first semester, he consulted with Pamela Pollock, Director of Professional Development, which led him to participate in several Bok Seminars focused on teaching and communication. “Through the seminars, I learned many great techniques,” he reflected. “I learned that it is important to project your voice and confidence throughout the classroom, how to deliver a concept with examples, and how to make sure that students get it. The seminars were welcoming and inclusive, a valuable lesson themselves in terms of how to teach.”

Zhu also worked with the Bok Center's Professional Communication Program for International Teachers and Scholars. He wanted to develop his language and

cross-cultural communication skills, and to feel more connected to the Harvard community. He noted, “As an international student, it can be hard to feel a sense of belonging on this campus. When I taught well, I felt more accepted and connected here. It helped me develop a social role here.”

In his time at Harvard, Zhu has worked as a TF for six courses, three in Sociology and three in General Education. After his initial challenges, he has grown into a skilled and well-regarded TF. He spoke on a panel for new international TFs at our Fall Teaching Conference to share the lessons he's learned and the value he's found in his work with the Bok Center. He described how he realized what he could learn from teaching, and how it could help him as both a scholar and a member of the Harvard community.

“It has been amazing to watch Fangsheng's growth from reluctant new TF to recipient of the Bok Teaching Certificate, a mentor to new TFs, and a confident teacher of his own scholarship. It is important for PhD students to find their own ways into teaching, and it is so rewarding to help scholars on this journey,” says Pollock.

“It took me some time to find out what I want from teaching, and it has been important for me to find my own ways to make teaching a constructive and meaningful activity. I believe that helps to make it meaningful for the students, too.”

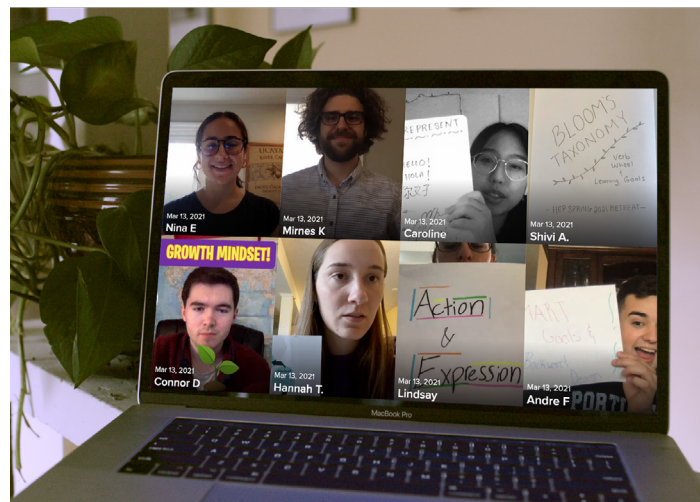
FANGSHENG ZHU, PhD candidate in Sociology

ENRICHING K-12 EDUCATION

Socially Engaged Learning at Bok provides undergraduates, graduate students, postdocs, and faculty with opportunities to work with diverse audiences beyond Harvard. Whether presenting research to teachers, leading laboratories for high school classes, or mentoring K-12 students, Harvard students and faculty are able to practice teaching and communicating research and become more reflective learners and teachers in the process.

28

undergraduates participated across Harvard Ed Portal initiatives, teaching digital literacy skills to high school students, leading college and career workshops, teaching adults basic math skills, leading physical movement workshops for all ages, and delivering project-based mentoring to 1st-8th graders. Because of the virtual environment, undergraduate mentors developed a variety of strategies to promote online engagement. Undergraduate mentors often worked alongside student interns from the Harvard Graduate School of Education, in dynamic and enriching partnerships.



“After two semesters of delivering lessons virtually, I have both a better grasp of what is possible in the online format and how different resources can be creatively adapted to maximize engagement. Empathy and intentionality are perhaps my biggest takeaways as a mentor, which I know will continue serving me well in other teaching and learning contexts.”

SHIVI AGGARWAL '21, who served as an Ed Portal mentor for six semesters

38

high school science teachers attended a series of five virtual meetings during the fall, where Harvard scientists **presented research and classroom activities** related to COVID-19. Two graduate student Life Sciences Outreach Fellows collaborated with presenting scientists to develop engaging activities that enabled teachers to model disease outbreaks in populations, and combat disinformation in their student populations.

CREATIVITY AND ENTREPRENEURSHIP

The Lemann Program on Creativity and Entrepreneurship launched in the 2020-21 academic year, guided by the vision of the late Prof. Robert Lue to enable students to develop ventures that create sustained value for society. In its first year, the program focused on ideas and ventures that help build a “better normal” related to education, healthcare, the environment, and social justice.

BUILDING COMMUNITY

We offered a series of events throughout the year to build community among students who are interested in creativity and entrepreneurship. Events included panel discussions with artists and innovators working on today’s biggest challenges; workshops on how to pitch an idea to stakeholders and how to create a website; and mentoring and networking opportunities.

14 Events | **325** Total Attendees | **13** Guest Speakers

SUPPORTING STUDENT VENTURES

We offered three competitive funding mechanisms:

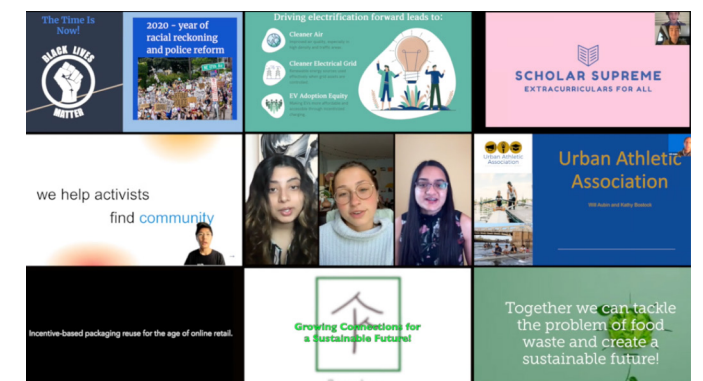
- » 50 student teams received \$250 seed funding for early stage ventures.
- » 3 student teams—selected from 44 applications—received \$10,000 to launch a social impact venture with transformative potential.
- » 10 student teams were invited to participate in the Project Support Program, which provided additional support and mentoring for promising ventures.

TEACHING CREATIVITY AND ENTREPRENEURSHIP

We offered a new course, LPCE 100: StudioLab on Creativity and Entrepreneurship. This introductory course, taught by Alain Viel, equips students with the knowledge and skillset to design a social impact venture from conception to launch. Bok Center staff supported the design of the curriculum for the course, and the Learning Lab led workshops for the students on graphic design, storytelling, and more.

CELEBRATING A YEAR OF CREATIVITY AND ENTREPRENEURSHIP

80 individuals joined the eFestival of Ideas in April, a virtual showcase and celebration of our students’ work. [View a montage](#) of the Festival of Ideas, and [read more about the end-of-year event](#).



“Thank you so much for creating this program! I feel like it’s small enough that people actually know me and my idea and really care, and that means a lot to me.”

LONDON LOWMANSTONE, '21, founder of Tech Relief, a venture ensuring safe equipment for first responders

OUR TEAM

June 2021



Adam Beaver
Director of Pedagogy

Tamara Brenner
Executive Director

Rebecca Brown
Assistant Director, Graduate
Student Programming

Casey Cann
Technical Operations and
Learning Lab Studio Coordinator

Lauren Davidson
Assistant Director of the Learning
Lab

Danielle Duke
Program Coordinator

Sarah Emory
Assistant Director, International
Teachers and Scholars

Eleanor Finnegan
Assistant Director, Faculty
Programming

Katie Gilligan
Learning Lab Project Manager

Shava Glater
Program Coordinator

Maria Guo
Senior Fellow, Creativity and
Entrepreneurship

Jonah Johnson
Assistant Director, Writing
Pedagogy

Susan Johnson
Assistant Director, Socially
Engaged Learning

Yasemin Kalender
Assistant Director, Science
Pedagogy

Jordan Koffman
Assistant Director of the
Learning Lab

Marlon Kuzmick
Director of the Learning Lab

Noelle Lopez
Assistant Director, Equity
and Inclusion

Laura Madden
Director of Administration

Sam Magee
Associate Director on Creativity
and Entrepreneurship

Michael Oliveri
Media Production Coordinator

Pamela Pollock
Director of Professional
Development

76 Undergraduate Fellows

Learning Lab Undergraduate Fellows | Culture and
Communication Consultants | Undergraduate
Pedagogy Fellows | K-12 Ed Portal Mentors

58 Graduate Fellows

Life Sciences Outreach Fellows | Media and Design
Fellows | Pedagogy Fellows | Teaching Consultants

 **HARVARD** | THE DEREK BOK CENTER FOR
TEACHING AND LEARNING

bokcenter.harvard.edu
bokcenter@fas.harvard.edu
p: 617.495.4869